3. Government officials have repeatedly attempted to interfere with religiously-motivated parental choices in academics.

In South San Francisco, lawyers threatened to sue a Christian home-schooling family which operated under the supervision of a local public school. The family had chosen religious texts for their public school "Independent Study Program." Because the family was not a member of HSLDA, we do not know whether they were able to continue using their religious books.

Government officials have also objected to the religiously-motivated teaching methodology outlined above. In Bourne, Massachusetts, for example, Assistant Superintendent Gail Roe examined the A Beka mathematics textbook chosen by a home schooling family. Dr. Roe objected to the traditional teaching methods used in the textbook, saying, "This operates at the very lowest level of learning!" (It is worth noting that the textbooks she criticized are among the most popular texts used in Christian home and private schools, and that these home and private schools routinely outscore public schools on standardized tests.)

Under the same Massachusetts law at issue in *New Life,* this home-schooling family could be prosecuted for criminal truancy unless they received approval in advance from the local school. Dr. Roe used the power of her position to threaten this family with prosecution unless they changed their educational choices. With the help of HSLDA, the family was able to continue to use the religious math textbooks which they had chosen.

On a grander scale, Congress is currently weighing legislation which would mandate the new secular approaches. The House version of the *Improving America's Schools Act,* says at H.R. 6 § 1001(c)(5):

"The disproven theory that children must first learn basic skills before engaging in more complex tasks continues to dominate strategies for classroom instruction, resulting in emphasis on repetitive drill and practice at the expense of content-rich instruction, accelerated curricula, and effective teaching to high standards."

This language, as originally written, would have put the federal government on record as being against the traditional methodology chosen by religious educators who believe in moral and mathematical absolutes. Only a massive outcry by private, religious, and home educators, kept this provision of H.R. 6 from being mandated for all schoolchildren in America.

Conclusion.—As you can see, the thrust of my comments were quite accurate although I did not have all the relevant information at my fingertips when you asked me the question. I appreciate the opportunity to supplement this information, and ask that it be placed in the record to demonstrate that I answered your public request.

Thank you so much for the courtesy to allow me to testify before your committee.

Very truly yours,

MICHAEL P. FARRIS, ESQ./CG,

Enclosures: Introduction to *A Beka Teachers' Manual for Mathematics 5.*

[APPENDIX A]

TO THE TEACHER: THE CHRISTIAN APPROACH TO TEACHING ARITHMETIC

The Christian approach to teaching arithmetic begins with knowing and teaching the students that the universe has structure and order because it was created by a rational, orderly God. In arithmetic the students study one aspect of the order of the real world and indirectly begin to now more about the God Who has given them the world they live in. In the arithmetic processes the students are not creating truth but learning truth; they are, in a sense, thinking God's thoughts after Him. The students will find exactness, preciseness, and completeness in the subject matter of mathematics, just as would be expected in God's world.

As the content of the arithmetic curriculum and the textbook has reason and order to it, so must the arithmetic class itself be taught according to an organized, reasonable plan. A daily class should include oral drill, the teaching of new material, practice of new material, and review of basic facts, All four areas need to be completed in 60 minutes or less time each day. The teacher must have classroom habits and procedures that will produce an orderly classroom conducive to good learning.

Elementary arithmetic, quite naturally, begins with the most elementary, basic mathematical processes of arithmetic. Students learn best when they proceed from the particular to the general, from the concrete to the abstract. Elementary arithmetic properly emphasizes the facts of addition, subtraction, multiplication, and division that accord with the child's stage of mental development and have immediate

practical application. A solid foundation is laid for high school arithmetic which appropriately (but still gradually) introduces the student to a higher level of abstraction. The student will learn more efficiently and be better at algebra and all higher mathematics if he masters arithmetic first.

We are unabashed advocates of traditional arithmetic, partly because the students learn something that can be built upon, but also because it accords with our Christian viewpoints on education. Only from a Christian perspective can the basic rationale, the intrinsic reasonableness of traditional elementary arithmetic be seen and appreciated. Traditional arithmetic will not succeed unless it is taught with the conviction that something more than arbitrary processes derived from arbitrary principles is at issue. The elementary student does need need to "understand" 2+2=4 in order to learn it and use it; he will learn the abstract principles later. But the elementary student does need to see his multiplication tables as part of the truth and order that God has built into reality. From the Christian perspective, 2+2=4 takes on cosmic significance, as does every fact of mathematics, however particular! Traditional elementary arithmetic is Christian elementary arithmetic.

The way we view a subject matter and the method we think we ought to use to teach it are always related. Traditional arithmetic goes with traditional teaching methods, and we believe that these teaching methods also accord with our Christian perspective. Elementary students are taught the arithmetic facts through oral and written drill, just as the Bible says, "For precept must be upon precept, upon precept; line upon line, line upon line; here a little, and there a little" (Isaiah 28:10). The elementary students learn the facts by hearing them over and over again. They need facts in order to think and build up their minds for more abstract mathematics in high school. The students will need generous amount of oral and written drill conducted by the teacher to have accuracy and speed in arithmetic.

A teacher who is faithful in teaching and drilling the facts if arithmetic in a reasonable, consistent way will be teaching much more than the particulars of arithmetic—such a teacher will be instilling within the students some of the most basic attitudes that are necessary for knowing and obeying God. C. T. Studd, missionary to Africa, understood this principle well and used it in his work with a people who had just risen from the depths of cannibalism. Norman Grubb described Studd's reasoning in his biography of the missionary (C. T. Studd, Fort Washington, Pennsylvania, Christian Literature Crusade, 1972, 1974):

"Every pole had to be exactly the right length, placed at the right angle, etc.; and he had a purpose in it, for the natives must be taught that good Christianity and lazy or bad workmanship are an utter contradiction. He believed that one of the best ways to teach a native that righteousness is the foundation of God's Throne was my making him see the absolute straightness and accuracy is the only law of success in material things."

Traditional arithmetic is Christian arithmetic, and it must be taught by traditional methods. A rightly taught arithmetic lesson is one more way that a Christian teacher can instill within students the principles of God's Word.

Arithmetic 5 is a traditional Christian arithmetic book. You can use this book with confidence in your Christian classroom, knowing that it accords with the orderliness and realities of God's world. Day-by-day curriculum to help you teach this book in the traditional way is available and necessary for the most effective instruction. A student speed drill and test booklet and flashcards and other teaching aids are also available from *A Beka Book* Publications.

Upon completion of the work in *Arithmetic 5,* students should have mastered the following terms, facts, and concepts:

1. Review of all addition, subtraction, multiplication, and division facts with their terminology
2. Place value of numbers through billions
3. Review of borrowing and carrying
4. Multiplication problems with up to four digits in the multiplier
5. Division problems with up to three digits in the divisor
6. Checking addition, multiplication, and division problems by casting out 9's
7. Review of story problems
8. Review of number averaging
9. Review of roman numerals
10. Rounding off whole numbers, decimals, and money
11. English and metric measures
12. Converting measures within the same system and solving measurement equations
13. Fraction terminology and solving problems containing fractions—adding and subtracting fractions and mixed numbers with a common denominator or having to find a common denominator—recognizing proper and improper fractions—changing

mixed numbers to improper fractions and changing improper fractions to mixed or whole numbers—subtracting fractions involving borrowing—writing a remainder as a fraction—multiplying fractions using cancellation—writing a fraction as a decimal—working division problems involving fractions

14. Factoring
15. Finding the least common multiple
16. Divisibility rules
17. Writing decimals as fractions—adding, subtracting, multiplying, and dividing decimals—comparing decimals—renaming decimals—recognizing terminating and repeating decimals—learning common fraction and decimal equivalents
18. Reading a thermometer
19. Converting from a Celsius scale to a Fahrenheit scale and from a Fahrenheit scale to a Celsius scale
20. Solving equations
21. Reading and drawing pictographs, bar graphs, and line graphs
22. Reading scale drawings
23. Recognizing and drawing geometric shapes and figures
24. Finding the perimeter of a rectangle and a square using the formulas
25. Finding the area of a rectangle and a square using the formulas

The CHAIRMAN [presiding]. Mr. Farris, do you make any distinction, for purposes of my understanding here, between home schooling and religious schooling?

Mr. FARRIS. Under Massachusetts law and the law of this country generally, home schooling is a form of private education. Religious education is a form of private education. Particularly, under Massachusetts law, there is no such thing as a home school per se. Home schools are just small private schools where parents teach their own kids at home.

What we mean by it in our organization is that we will defend families who want to choose to teach their children at home. We believe they have a right to do that constitutionally, and——

The CHAIRMAN. But your umbrella is broader than that, though, isn't it?

Mr. FARRIS. Our criticism of Judge Breyer's opinion——

The CHAIRMAN. I'm sorry, I am trying to understand the association.

Mr. FARRIS. The association exclusively defends families that choose to teach their children at home.

The CHAIRMAN. But it does not encompass parochial education, for example, or schools like I recently visited that are run by orthodox Jewish communities, you know, religious schools stated as a Catholic grade school, a Jewish grade school or whatever?

Mr. FARRIS. Our organization does not litigate on behalf of private institutional religious schools. As a lawyer, I have done so many times.

The CHAIRMAN. I just want to make sure I understood, because the case you are referring to—and correct me if I am wrong—was not about home schooling in terms of the organization that you represent. That doesn't mean you shouldn't comment on it. I just want to make sure I understand. I don't want people walking away misunderstanding what that case was about beyond the principle. Factually, that was a religious school, correct?

Mr. FARRIS. It was an institution——

The CHAIRMAN. As opposed to a mother and father deciding that they wished to educate their child at home.

Mr. FARRIS. That is correct.